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ABSTRACT

The growing incidence of teacher burnout suggests that many teachers have difficulty in satisfying their needs and in deriving satisfaction from teaching. This study examined the needs that teachers appear to have difficulty in satisfying. The study is based on Herzberg's Hygiene-Motivation Theory. This theory, related to Maslow's Hierarchy of Needs, notes that all humans have two sets of needs: the need for psychological growth, and the need to avoid unpleasantness. The factors associated with the motivation component of this theory are related to self actualization: achievement, recognition, work, advancement, and responsibility. The factors associated with the hygiene component involve security and social needs: company policy and administration, supervision, salary, interpersonal relations, and working conditions. Thirty-seven teachers who had resigned from teaching responded to two ten-item questionnaires. Two hypotheses were tested: (1) Teachers who resigned from teaching will report no job satisfaction relative to the motivation component of the Hygiene-Motivation Theory; and (2) Teachers who resigned from teaching will report job dissatisfaction relative to the hygiene component. Each hypothesis was found to be valid. Within the hygiene component, the teachers were dissatisfied with all the factors. Within the motivation component, teachers reported dissatisfaction with recognition, advancement, and achievement. The role of the school principal in accepting responsibility for meeting these needs is particularly important. (JD)

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SATISFACTION OF HYGIENE AND MOTIVATION NEEDS OF TEACHERS WHO RESIGNED FROM TEACHING

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THEORETICAL ORIENTATION

The growing incidence of teacher burnout, which has reached epidemic proportions in some school districts suggests that many teachers have and/or are experiencing difficulty satisfying their needs and deriving satisfaction from teaching (Sparks, 1979). This inability to derive need satisfaction may further result in the frustration that "burned out" teachers experience.

Resignation represents one form of behavior associated with frustration, and as Hersey and Blanchard (1977) indicate, it "occurs after prolonged frustration when people lose hope of accomplishing their goal(s) in a particular situation and want to withdraw from reality and the source of their frustrations."

Teacher resignation, then, may be viewed as a form of frustration and may be related to the perceived inability of teachers to satisfy their needs, hence derive satisfaction from teaching. A question of considerable import then is, "What needs do teachers appear to have difficulty satisfying?"

HYGIENE-MOTIVATION THEORY

Herzberg (1967) noted that all humans have two sets of needs: the need for psychological growth, and the need to avoid unpleasantness. These two sets of needs provide the foundation upon which the Hygiene-Motivation Theory was developed. The motivation component corresponds with the need for humans to achieve psychological growth. The factors associated with the motivation component of Herzberg's Hygiene-Motivation Theory include: achievement, recognition, work itself, advancement, and responsibility (Herzberg, 1972). Hersey and Blanchard (1977) note that "these factors seem capable of having a positive effect on job satisfaction."

The hygiene component corresponds with the need for humans to avoid unpleasantness. The factors associated with the hygiene component of

Herzberg's Hygiene-Motivation Theory include: company policy and administration, supervision, salary, interpersonal relations, and working conditions (Herzberg, 1972). Hygiene factors serve to describe the work environment, and when individuals express dissatisfaction with their work, Herzberg found that they were concerned about the working environment. Furthermore, Herzberg's contention is that these factors function to prevent job dissatisfaction (Hersey and Blanchard, 1977).

Herzberg's Hygiene-Motivation Theory is based upon Maslow's Hierarchy of Needs (Yeakey and Johnston, 1977). The motivation component of Herzberg's Hygiene-Motivation Theory relates to the esteem and self-actualization needs inherent in Haslow's Hierarchy of Needs; whereas the hygiene component relates to the physiological, security and social needs inherent in Maslow's Hierarchy of Needs (Hersey and Blanchard, 1977).

Figure I depicts the relationship between Maslow's Hierarchy of Needs and factors affiliated with Herzberg's Hygiene-Motivation Theory. Hersey and Blanchard (1977) note that the relationship between the aforementioned theories may be expressed as follows: "Maslow is helpful in identifying needs or motives, while Herzberg provides us with insight to the goals and incentives which serve to satisfy these needs."

For example, the security need in Maslow's Hierarchy of Needs may be viewed as a motive, which, in the workplace, an individual may satisfy by perceiving that supervision is conducted fairly and objectively. Conversely, if an individual manifests a strong security need and perceives that supervision is not conducted fairly or objectively, then the individual may experience frustration due to the perceived inability to satisfy a basic need (security).

DISSATISFACTION AND RESIGNATION

Frustration or inability to satisfy basic needs may be viewed as a manifestation of worker dissatisfaction. Prolonged frustration, in turn, may result in resignation which is a form of behavior associated with frustration.

Grunewald (1979) reported a relationship between low levels of job satisfaction and the likelihood of employees to leave an organization. Similarly Zander and Ross (1972) concluded that the ability of workers to satisfy their personal needs (need for recognition, autonomy, evaluation by fair standards, a feeling of doing work that is important) increased the likelihood to remain in an organization.

NATURE OF THE STUDY

The major purpose of this study was to determine the extent to which teachers who had resigned from teaching perceived that their needs related to hygiene and motivation were satisfied.

HYPOTHESES

H1 - Teachers who resigned from teaching will report no job satisfaction relative to the motivation component of Herzberg's Hygiene-Motivation Theory.

H2 - Teachers who resigned from teaching will report job dissatisfaction relative to the hygiene component of Herzberg's Hygiene-Motivation Theory.

POPULATION OF THE STUDY

The sample population consisted of 37 teachers who had resigned from teacher for various reasons to include: travel, continuing education, taking another teaching job, taking another job (not teaching), staying at home,

tired of teaching, other, and pregnancy.

SUMMARY OF METHODS AND PROCEDURES

Two ten item questionnaires were constructed. Each questionnaire contained five items designed to correspond with factors associated with hygiene needs and five items designed to correspond with factors associated with motivation needs reported by Herzberg (1972). Questionnaire number one was designed to measure the strength of the needs, e.g. "How important is it for the policies which serve as guidelines for the work you do to be clearly stated and understood?" Questionnaire number two was designed to solicit respondents' perceptions regarding the extent to which the needs were met in the teaching situation, e.g. "How clearly stated and understood were the policies which served as guidelines for teaching?" Additionally, a five point rating scale was used to indicate strength of need and perceptions regarding the extent needs were met in the teaching situation.

DATA ANALYSIS

The measure of need satisfaction was determined by comparing need strength mean scores to actual perception mean scores for each item on corresponding questionnaires one and two via t-tests. If, via t-test statistical comparisons, a need strength mean score was found to be significantly (.05 level) greater than perceived mean scores for each corresponding item on questionnaires one and two then the interpretation was that the need being measured was not satisfied.

However, if the need strength mean scores were not significantly greater (.05 level) than the perceived mean scores for each corresponding item on questionnaires one and two then the interpretation was that the need being measured was satisfied. (See Table I)

The test of hypothesis two was conducted by averaging the means of each factor associated with hygiene needs relative to need strength and actual perceptions. The averaged means of each factor relative to need strength were compared statistically with the averaged means of each factor relative to actual perceptions via t-test. If, via t-test statistical comparisons, the averaged means of each factor relative to need strength was found to be significantly (.05 level) greater than the averaged means of each factor relative to actual perceptions then the interpretation was that the hygiene needs of teachers were not being satisfied.

Conversely, if the averaged means of each factor relative to need strength was found not to be significantly (.05 level) greater than the averaged means of each factor relative to actual perceptions then the interpretation was that the hygiene needs of teachers were being satisfied. (See Table II)

The test of hypothesis one which related to the motivation needs was conducted in precisely the same manner.

RESULTS

The averaged need strength means of each factor associated with hygiene (4.33) needs was significantly greater (.05 level) than the averaged actual perception means (2.79) of each factor associated with hygiene needs. Therefore, the hypothesis (H2): Teachers who resigned from teaching will report job dissatisfaction relative to the hygiene component of Herzberg's Hygiene-Motivation Theory was found tenable.

Furthermore, the mean need strength score for each factor related to hygiene was significantly greater (.05 level) than the actual perception score for each factor related to hygiene. Therefore, the interpretation was that the teachers who resigned experienced dissatisfaction relative to each of the hygiene related factors.

The averaged need strength means of each factor associated with motivation (3.98) needs was significantly greater (.05 level) than the averaged actual perception means (3.19) of each factor associated with motivation needs. Therefore, the hypothesis (H1): Teachers who resigned from teaching will report no job satisfaction relative to the motivation component of Herzberg's Hygiene-Motivation Theory was found tenable.

Furthermore, the mean need strength score for the motivation factors: recognition, achievement and advancement were significantly greater (.05 level) than the actual perception mean score for the motivation factors: recognition, achievement and advancement. Therefore, the interpretation was that teachers who resigned experienced no job satisfaction relative to each of the above mentioned motivation related factors.

However, the mean need strength score for the motivation factors: work itself and responsibility were not significantly greater (.05 level) than the actual perception mean score for the motivation factors: work itself and responsibility. Therefore, the interpretation was that teachers who resigned experienced job satisfaction relative to each of the above mentioned motivation related factors.

DISCUSSION

The growing incidence of teacher burnout and the less dramatic incidence of teachers leaving teaching to pursue alternate careers may relate to the notion that teachers view teaching as a situation in which their needs to avoid unpleasantness and for psychological growth are difficult to satisfy. This further suggests that changes in the content and context of teaching may need to be pursued in order to attract and retain a highly qualified,

experienced professional teaching staff.

The hygiene component of Herzberg's Hygiene-Motivation Theory relates to job context or environment, thereby relating aspects of job environment to worker dissatisfaction. Within the hygiene component teachers reported dissatisfaction in relation to each factor: company-administration policies, supervision, salary, working conditions (fringe benefits), interpersonal relations.

Three of the above mentioned factors: company-administration policies, supervision and interpersonal relations clearly can be positively affected by building level instructional leaders, particularly the principal. For example, the principal can attempt to insure that policies are clearly stated and understood, supervision is conducted fairly and objectively; teachers are made to feel as important, contributing members of a team.

The motivation component of Herzberg's Hygiene-Motivation Theory relates to job content, thereby relating aspects of the tasks associated with the job to job satisfaction. Within the motivation component teachers reported no satisfaction in relation to the following factors: recognition, advancement and achievement.

Once again building level instructional leaders, specifically the principal can have a significant impact upon assisting teachers meet their motivational needs particularly their needs for recognition and achievement. The most apparent way that a principal can assist teachers meet their need for recognition is to praise teachers for effectively accomplishing various teaching tasks.

Furthermore, in terms of teachers' needs for achievement, or to adequately accomplish teaching tasks during the school day, the principal can assist teachers by organizing the school day to insure that teachers have duty-free

time available to accomplish various teaching tasks such as: planning, grading, etc.

It is important to note that teachers who resigned from teaching were satisfied with the work itself factor of motivation, namely, the importance of teaching. They were also satisfied with the responsibility factor of motivation, namely, serving in a leadership capacity.

Establishing a dichotomy between a teacher's hygiene and motivation needs is somewhat artificial. Both sets of needs exist coterminously. However, it is important that teachers be provided opportunities to satisfy both sets of needs. The principal, serving as the building level instructional leader can exert considerable influence in assisting teachers satisfy their needs related to both hygiene and motivation. As Zengerle (1970) pointed out, "Before any individual can feel a sense of independence in a given work relationship he must work in an atmosphere of approval, have complete knowledge of job requirements, and receive consistent discipline."

There are many problem which confront education. Significant among them is not only attracting but being able to maintain a highly effective core of experienced classroom teachers. It is important to assist classroom teachers, who shoulder the prime responsibility for maximizing opportunities for students to learn, satisfy their needs.

Harris (1981) reported that the supply of teachers has declined and the decline is expected to continue. Harris provides the following reasons perceived to underlie the decline: "Low teacher salary...loss of image and status in the mind of the public...the present (difficult) classroom environment, unreasonable workloads."

The aforementioned reasons can be associated with both the work environment (hygiene) and the content of work (motivation) affiliated

with teaching. It is incumbent upon educational leaders at all levels to assist teachers satisfy needs related to both hygiene and motivation aspects of teaching.

Figure 1

Relationship Between Maslow's Hierarchy of Needs
and Herzberg's Hygiene-Motivation Theory

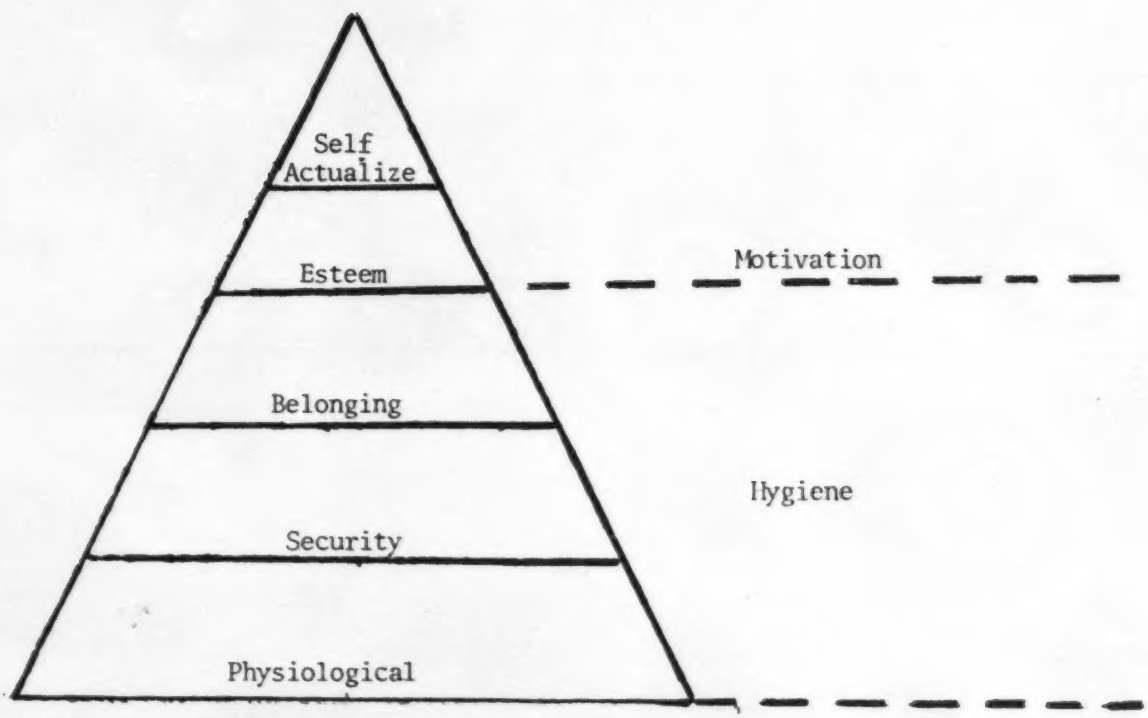

TABLE I

T-TEST COMPARISON OF MEAN NEED STRENGTH AND MEAN ACTUAL PERCEPTION SCORES FOR HYGIENE AND MOTIVATION FACTORS

QUESTION NUMBER	HYGIENE FACTORS (N=37)	MEAN NEED STRENGTH SCORE	MEAN ACTUAL PERCEIVED SCORE	DF	T-VALUE	SIGN.
1	Company Administration/Policies	4.46	3.35	72	5.86	*
2	Supervision	4.11	2.62	72	6.57	*
3	Salary	4.43	2.35	72	10.80	*
4	Working Conditions	4.24	2.00	72	10.33	*
5	Interpersonal Relations	4.41	3.65	72	3.47	*
	MOTIVATION FACTORS (N=37)					
6	Recognition	3.95	2.97	72	4.10	*
7	Work Itself	4.59	4.81	72	-1.59	**
8	Responsibility	2.97	3.03	72	-0.22	**
9	Advancement	4.08	2.03	72	8.00	*
10	Achievement	4.32	3.14	72	6.37	*

* Significant at .05 level

** Not Significant at .05 level

TABLE II

T-TEST COMPARISONS OF AVERAGE NEED STRENGTH AND ACTUAL PERCEPTION MEAN SCORES FOR HYGIENE AND MOTIVATION

QUESTIONS	HYGIENE	AVERAGE MEAN NEED STRENGTH SCORE	AVERAGE MEAN PERCEIVED SCORE	DF	T-VALUE	SIGN.
1 - 5	Factors (1-5)	4.33	2.79	72	10.83	*
	MOTIVATION					
6 - 10	Factors (6-10)	3.98	3.19	72	5.87	*

* Significant at .05 level

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